

THE READING TEACHER

I.C.I.R.I. BULLETIN

INTERNATIONAL COUNCIL FOR THE
- IMPROVEMENT OF READING INSTRUCTION

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I.C.I.R.I. BULLETIN

Volume I, Number 1

November 15, 1948

A publication of the International Council for the Improvement of Reading Instruction; Headquarters: Room 1000, Carnell Hall, Temple University, Philadelphia 22, Pa.

PLANNING AND GUIDING THE SIMULTANEOUS ACTIVITIES OF SEVERAL READING GROUPS

by Mary Elisabeth Coleman

(From an address to the International Council for the Improvement of Reading Instruction, March 13, 1948 at Carnell Hall, Temple University. Dr. Coleman is Assistant Professor of Education in the School of Education of the University of Pennsylvania.)

The range of abilities in reading comprehension and in word analysis, the range of abilities to work together cooperatively and to work independently were recognized by good teachers long before there were any standardized tests to verify judgments. The recognition of these variations has led to a large number of administrative plans for dealing with them.

The teacher, in the sense that she plans and directs activities, is an administrator of her classroom. The good administrator has a comprehensive picture of what needs to be done and plans its execution. He calls in others when he needs advice and turns over to his subordinates as much as they can adequately handle.

Some teachers, who contribute much in the ways in which they help children grow, are asking for help, not in techniques of teaching nor in principles of learning -- they know those -- but in the realm of administration of the several reading groups which they feel must be organized to eliminate the Procrustean method of fitting all comers to the same bed -- stretch them out if they're too short, cut them off if they're too long. Our immediate problem is, then, How shall we go about the administering of this program?

Prerequisites for Planning

This discussion of the planning and guiding the simultaneous activities of several reading groups is based upon four

conditions. Unless each of these conditions operates, the teacher can neither plan efficiently nor guide effectively.

First, one must be ready to work -- to expend both mental energy and time. Good teaching is not easy, though it should look easy to the outsider. A superior teacher in a demonstration school burst forth one day at the lunch table, "Three times this morning observers implied or said to me 'Yes, I, too, could teach like you do, if my children were as well-behaved as the children in your class.' I work my head off to keep things moving smoothly, but all the observers see are the results." Only one with second sight could foretell all that may occur in a classroom, but the wise teacher is sufficiently prepared to make optimum use of situations which may arise.

A second condition of successful planning and guidance is that the teacher must know children. She must know what degree of self-direction seven and eight and nine-year-olds are capable of. She must know the interests of children at various age levels. She must know how long they can be expected to stay at one activity.

Thirdly, the teacher must know the particular children with whom she is living. What do these children need? What are they capable of doing? What are their activities outside school? What are their unfulfilled desires? How well can they

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PLANNING AND GUIDING THE SIMULTANEOUS
ACTIVITIES OF SEVERAL READING GROUPS
(Continued from Page 1)

work together? What experiences have they had in self-direction? What is the reading level of each one? In how large a group can these children work together effectively?

The final condition is that the teacher understand how children learn. What are the characteristics of a child with an active, questioning mind? How does he go about solving problems? How does he acquire new skills? The teacher understands, for instance, that a business-like hum in the classroom is at times more to be desired than death-like silence, because working children are not naturally silent for long periods at a time.

Further discussion, then, will assume that the teacher is willing to spend time and earnest thought, knows children in general and these children in particular, and understands how children learn and the characteristics of the mentally active child.

Planning for Individual Groups

The teacher who in learning to teach with several groups of children active at once, must, initially, plan for each group in great detail. Writing very complete plans pushes one to think carefully. With experience, the detail and consequently, part of the time necessary for planning, can be dispensed with. In part, guiding simultaneous reading groups is a skill, and, as in learning any skill, the careful, methodical approach in the initial stages pays off well in the end.

The steps in the teacher's planning might proceed by asking and answering a series of questions. Since grouping is most effective when it is not too rigid, one asks, is the personnel of each group appropriately selected? Are there changes that should be made at this time? Satisfied that the children are correctly placed in groups, the teacher then pro-

ceeded to examine each group separately. Taking each group alone, she asks, where are they now? What do they need -- in information, in ideas, in tools? What suggestions have the children made on which we can capitalize? How can these facts be gathered, the ideas developed, the tools acquired? What materials will be helpful?

Here the teacher plans best who lets his imagination soar. Forget about what seems feasible and think about what might be done. Then come back to the earth, but gently, so as to keep hold of some of those things that may not be so impracticable after all. The children, for example, who collect words from print, but not ideas -- instead of telling, from the story, how the Indians made clay bowls couldn't they try making bowls as the story says the Indian did? And the children who have difficulty in sounding words couldn't they play a game designed to sharpen auditory discrimination rather than endlessly drawing a line "through the word that is different?

The final question to consider in regard to each group is at what points the children will need teacher guidance. The nervous strain which many expect to be an inevitable concomitant of group teaching need not be present, if the teacher can devote the major part of her attention to only a single group for a period of time. It is helpful to write down the answers to the preceding questions for each group before going to the next step, that of planning for the simultaneous activity of the groups.

Coordinating the Groups

The next problem, then is to bring the individual plans together. What about space? In a typical classroom three groups cannot work on dramatizations at the same time. There simply isn't room. If group A is practicing a play, group B at their seats could be illustrating a story, and group C, in the front of the room, working with the teacher on how to locate information in a book.

(Continued on Page 3, Column 1)

Do We Need a New Constitution?

The Reorganization Committee, under the direction of David Cline, chairman, has prepared a new constitution for the approval of the membership. It appears on pages 4-7 of this Bulletin.

The major change which appears in the new constitution is one designed to make for a more stable administration of the Council's affairs. Officers under the new Constitution are elected for a period of three years.

In addition, members of the proposed Executive Board will act as chairmen of permanent committees, and so will have a more active part in the functions of the Council.

The Advisory Board is continued under the new Constitution.

Machinery is set up which will legalize the chartering of Local Councils, and provide for help to newly-formed Local Councils by the International Council.

An alternate proposal for reorganization is printed on page 8 of the Bulletin. It provides for a loosening of the present constitutional ties on the elected officers, under certain restrictions.

If any member has additional suggestions for amendments to the present constitution, it is recommended that he prepare 50 copies of the proposal to the business meeting on May 7, so that it can be carefully examined by the voting members.

The Bulletin

of the International Council for the Improvement of Reading Instruction. Published periodically by the Council to keep its members informed about the activities of the organization, important events in the field of reading, and to render service to its affiliated councils.

Room 1000, Carnell Hall
Temple University, Phila. 22, Pa.

Editor - Ralph C. Staiger

Vol. 1, No. 4

April 15, 1949

Durrell Speaks at I.C.I.R.I. Meeting

At the meeting sponsored by the I.C.I.R.I. in conjunction with the American Association of School Administrators in Philadelphia on March 28, Dr. Donald Durrell addressed a group of about 200 teachers interested in improving their reading instruction.

The importance of reading as a tool was emphasized by Dr. Durrell. Reading should be taught through the subject areas, as part of the process of child development.

The teacher's responsibility for pointing up a variety of tastes and interests in reading for her pupils, and the child's need for independent mastery of reading skills and abilities was brought out by Dr. Durrell. He also showed the need for real projects in developing social responsibility in school children.

Four uses of reading were mentioned: first, the inspirational and emotional; second, that which involves learning from people; third, that which enables you to learn about the world about you; and fourth, reading for personal development.

The need for all teachers to know about, and help children to understand these uses of reading was brought out in Dr. Durrell's conclusion.

Coming Events in the Bulletin

Look for an informative article by Regina Heavy in the September issue, dealing with her interesting experiences in remedial reading at the high school level at Overbrook High School in Philadelphia. A complete list of "easy" books useful for secondary students will be included.

Washington's Gertrude Williams will contribute a suggested minimum pedagogical library in the field of reading, to help you choose the best books in the field. Look for it in the September Bulletin.

Classroom experiences in science reading will be the topic of David Cline's article which will also appear in September.

Watch for other important features in the next Bulletin!

PROPOSED AMENDMENT NUMBER ONE TO THE CONSTITUTION OF THE INTERNATIONAL COUNCIL FOR THE IMPROVEMENT OF READING INSTRUCTION:

Immediately upon the adoption of this amendment, the following constitution shall replace the constitution in effect prior to the adoption of this amendment, except that the members of the International Council present at this meeting shall be regarded as delegates to the Assembly mentioned throughout the following constitution.

CONSTITUTION OF THE INTERNATIONAL COUNCIL FOR THE IMPROVEMENT OF READING INSTRUCTION

Article I - Name

The name of this organization shall be THE INTERNATIONAL COUNCIL FOR THE IMPROVEMENT OF READING INSTRUCTION.

Article II - Purposes

The purposes of the Council shall be:

1. To stimulate and encourage research in:
 - a. developmental, corrective, and remedial instruction in reading,
 - b. the diagnosis of disabilities in reading,
 - c. readability,
 - d. the improvement of textbook construction from the point of view of the reading problems therein and of their effect on reading instruction;
2. To publish results of pertinent, significant investigation and experimentation to the end that general practices in reading instruction be improved.
3. To encourage study of the problems of reading instruction by its members and to encourage better practices in all phases of instruction in reading.

Article III - Membership

Section 1: Active members of Local Councils for the Improvement of Reading Instruction shall elect additional active or sustaining members by a two-thirds vote of the members voting at a regularly called meeting.

Section 2: The Executive Board shall elect additional active or sustaining members-at-large by a two-thirds vote of the total membership of the Executive Board.

Section 3: Proposals for active members may be accepted from those:

- a. engaged in research dealing with instruction in reading or with the diagnosis and correction of reading disabilities,
- b. engaged in the supervision of the teaching of reading,
- c. engaged in the teaching of reading,
- d. who are affiliated professionally with producing material for reading instruction,
- e. who care for or are parents of minor children.

Section 4: An active member shall be privileged to vote and hold office in his or her Local Council and in the International Council when elected to such office.

Section 5: A sustaining member shall be privileged to advise and contribute to the support of his or her Local, Intermediate, and International Councils. Should a sustaining member accept appointment to a committee, study group, etc., he or she shall have privileges similar to an active member of such committee, group, etc.

Section 6: Advisory members shall be elected by three-quarters vote of the Assembly or by unanimous vote of the Executive Board. Usually they should be chosen from among leaders in the field of reading instruction or reading research. They will be members of the International Advisory Council for the Improvement of Reading Instruction.

Section 7: Members of Local Councils, members-at-large, and advisory members are also members of the International Council for the Improvement of Reading Instruction.

Article IV - Administration

Section 1: The executive responsibility of the International Council shall be vested in the Executive Board which shall consist of the most recent Past-President, the President, the Vice-president, the Treasurer, and the Chairmen of the Permanent Executive Committees.

its exact wording.

On this basis, this issue of the Bulletin is being published. Similarly, I have appointed a program committee and have begun arrangements to act upon its recommendations (see col. 2). I have appointed a committee on reorganization to recommend the steps necessary to overcome the difficulties inherent in the Constitution. Future issues of the Bulletin are planned to give study outlines and bibliographies, pertinent to meetings scheduled in our program, to all members. Summaries of the salient features of the meetings will also be published in Bulletin form. Publication of a Journal containing research and informative articles is something for the future. But, from time to time, we should be able to accompany the Bulletin with reprints of such articles published elsewhere.

It should be noted that all of the services rendered by members to the Council are voluntary expressions of their professional spirit. Such services represent a real sacrifice of time and effort by very busy people.

I trust that my assumption of authority will be forgiven. It seemed essential to the continuance of the Council. In any event, revision of the Constitution and the election of a new president will be possible at the annual meeting...which must be held in May, 1949. In the meantime, the activities of the Council can continue.

We have:

1. 234 paid members
2. \$154.75 in bank (October 15, 1948)
3. plans for several meetings which will be held in connection with the meetings of other nationally known conventions
4. provision for the organization of local groups in communities distant from Philadelphia.
5. plans, by way of subsequent issues of the Bulletin, to supply members with materials that will make it possible for them to organize and conduct meetings of I.C.I.R.I. groups in their own localities.

6. above all, a real need for the services the I.C.I.R.I. can render. This need will force the I.C.I.R.I. to go forward.

Finally, it is my sincere hope that all members of the Council will give its problems serious study. I shall welcome recommendations for their solution, particularly if they take into consideration our limited funds and the voluntary nature of the work that must be done to make them operative. Most welcome of all, of course, will be word from members who offer to accept responsibility for rendering specific services for the I.C.I.R.I.

Eugene W. Shronk
President.

REPORT OF THE I.C.I.R.I. PROGRAM COMMITTEE

Miss Rosemary Green, Miss Ruth Burg, Dr. Emmett A. Betts, and I met on Saturday, October 16, 1948. We decided at that time on general themes to be followed for the program for this year and next. The program for this year was planned. Next year's program will be planned later. Outlines of topics and bibliography will be prepared after the Executive Board has acted on the program.

We wish to recommend that meetings be held at different places so that the Temple domination idea will not be too strong.

Dr. Betts has volunteered to arrange for speakers for the February and March meetings. He has, I believe, already begun work on the February meeting on the supposition that our idea will be approved. He will, I am sure, proceed with contacting people for the March meeting as soon as he gets your go ahead signal.

We have made no suggestions here on people to carry through on these meetings. That seems to be something for the Executive Board to decide.

Please notify me immediately about
(Continued on Page 6, Column 1)

REPORT OF THE PROGRAM COMMITTEE

(Continued from Page 5)

anything you wish this committee to do beyond the planning of the program.

Program to June 1949:

Theme: READING NEEDS IN THE CURRICULUM AREAS.

Actually, this should be the pointing up of the teachers' responsibilities in the reading program. This seemed to us the logical place to begin.

Meetings:

Feb. 2, 1949 - I.C.I.R.I. to sponsor the banquet in connection with the February Reading Institute at Temple University. This should become a traditional function of the I.C.I.R.I.

Suggested speakers: 1. Paul Witty
2. Don Durrell
3. Nila B. Smith

Specific topic with the general theme to be chosen by the speaker.

March 1949 (Specific date to be set in cooperation with the A.A.S.A.)

I.C.I.R.I. to sponsor an afternoon meeting (4:30 P.M.) at the Philadelphia Girls' High School or another easily accessible school.

Suggested speakers: 1. Don Durrell (if not at Institute banquet.)
2. Edgar Dale
3. David Russell

Specific topic to be chosen by the speaker.

(Even if we cannot "make" the printed program of the A.A.S.A. convention at this point, the meeting should be planned and publicized in connection with the convention.)

March 1949 (Specific date to be set in cooperation with Schoolmen's Week at the University of Pennsylvania.)

Recommendations:

1. Sponsor the Friday afternoon meeting at which Dr. Betts is to speak.
2. Saturday afternoon luncheon meeting with a speaker.

3. Dinner meeting with a speaker.

May 7, 1949: Demonstration of an I.R.I. (informal reading inventory) with lowest and highest reader in a group. Follow with two discussion groups - one for elementary teachers and one for secondary. Rosemary Green will take the secondary group.

Meeting to be held either at a school like Friends' Select School or Hallahan Parochial School.

To be followed by the annual business meeting and the election of officers.

Program to June 1950:

Theme: DIFFERENTIATED INSTRUCTION.

Our plan here is "The How" to follow up the needs pointed out in this year's program.

Meetings: Arrangements will follow after another meeting of the program committee.

Signed: Marjorie S. Johnson,
Chairman

Mrs. Johnson has been informed that the recommendations of the Program Committee have become our program and the committee has been instructed to proceed with its work. The banquet meeting scheduled for Feb. 2, 1949, in connection with the Reading Institute at Temple University will be arranged. We have already begun to make arrangements for the meetings to be held in connection with Schoolmen's Week at the University of Pennsylvania and the A.A.S.A. convention in Philadelphia. More information regarding these meetings will appear in a subsequent Bulletin.

With the adoption of this program and the inauguration of the I.C.I.R.I. Bulletin, the Council is geared to render service to members unable to attend meetings in Philadelphia. Outlines and bibliographies will be published to assist members to conduct meetings elsewhere.

E.W.S.

RECOMMENDATIONS OF THE COMMITTEE ON REORGANIZATION

1. Reorganize under the emergency provision of the Constitution (Article VIII, Section 3) by unanimous vote of the Executive Board to permit:
(See also, Article IV, Section 8.)
 - a. Issuance of charters to local councils and institution councils on application of five or more individuals, the payment of a charter fee, and their word that they will abide by the constitution of the I.C.I.R.I.
 - b. Issuance of charters to sectional councils, when local or institutional councils have been chartered near each other on application of a majority of such local and institutional councils.
 - c. Issuance of charters to state, departmental, or dominion, etc., councils on application of a majority of the local and institutional councils within such state, department, dominion, etc.
 - d. Issuance of charters to regional councils on application of a majority of the local and institutional councils within the region.
 - e. Issuance of charters to national councils on application of a majority of the local and institutional councils within a nation.
 - f. Issuance of charters to pre-existing organizations with related interests on terms to be agreed upon by a majority of the Executive Board.
 - g. Issuance of membership certificates to members at large where there are too few members to form a council.
2. Request that local and institutional groups apply for charters by addressing applications to the Executive Board
3. Issue a charter to the International Council members now affiliated with Temple University, thus creating the Temple University Council for the Improvement of Reading Instruction.
4. Issue other charters as the requirements mentioned in this report are met.
5. Charter local, institutional and sectional councils for frequent meetings.
6. Charter State departmental, dominion, etc. councils for one or two conventions per year.
7. Charter national councils for one convention per year.
8. Charter language councils for one convention every year or two.
9. Charter a new International Assembly for one convention every three years.
10. Allow reasonable flexibility in representation requirements for all councils except the new International Assembly. This Assembly shall be made up of one delegate from each local and institutional council for each 25 members or additional fraction thereof. No local or institutional council shall have less than one delegate. Alternates may be sent to vote in the delegates' absence. This new International Assembly shall elect officers who shall be come members of the Executive Board for the three year period between International Assembly Conventions and the International Assembly shall determine the policy under which the Executive Board shall act except that the International Assembly itself will be subject to the constitution.
11. Require that all chartered councils report on their council activities periodically to the Executive Board.
12. Require that all local and institutional councils collect and pay over to the Executive Board dues to the amount determined by the International Assembly to defray the expenses of the International Assembly and its Executive Board.
13. Suggest that, if possible, the local Philadelphia council and the Temple University council staff its offices with members who are not members of the Executive Board.
14. Write an amended constitution for submission at the next annual meeting of the council embodying the changes necessary to legalize these recommendations without resort to the emergency provision.

Signed, David L. Cline,
Chairman

DEMOCRACY IN ACTION

There is need for the members of the I.C.I.R.I. to study the Recommendations of the Committee on Reorganization as they relate to our present Constitution (see pages 7 and 9-11). Revision of the Constitution is essential, but any changes made should be the expression of the considered opinions of the majority of the members.

Mr. Cline's committee has made its recommendations after serious deliberation. However, the committee realizes that it does not fully represent the entire membership and therefore requests suggestions and assistance. It realizes, too, that there are other and, perhaps, better ways to accomplish our purposes.

It will be the task of the Committee on Reorganization to propose amendments to the Constitution to overcome its weaknesses. Much delay will be avoided, if its proposals are the expression of the desires of all members. It therefore becomes the duty of each of us to study the Recommendations and the Constitution and to inform the committee of our conclusions.

Write to Mr. Cline and tell him what you think should be done. Address:

Mr. David L. Cline
6 Valley View Road
Newtown Square, Pa.

If you do not receive an announcement of the February 1949 Reading Institute at Temple University soon, ask for one.
Address: Dr. E. A. Betts, Director
Reading Clinic
Temple University, Phila. 22, Pa.

THE PRESIDENT'S POSTSCRIPT

No social organization with altruistic purposes can function successfully as a one man show. This is true for the I.C.I.R.I. To the extent that it has functioned successfully, credit goes to many members who have assisted the Executive Board. Notable among these workers have been:

Dr. Emmett A. Betts
Miss Ruth Burg
Mr. David L. Cline
Mrs. Irene B. Cline
Miss Jennie Collova
Miss Rosemary M. Green
Miss Regina Heavey
Mrs. Marjorie S. Johnson
Mr. George L. Johnson
Mrs. Ernestine A. LaBar
Miss Anne Owens
Miss Naomi B. Short
Miss Elona Sochor
Mr. Ralph Staiger
Dr. Russell G. Stauffer
Mrs. Helen B. Woodside
Mr. Jack Yourman

And, of course, the elected officers.

Thanks.

E.W.S.

DUES

DUES

DUES

Our Treasurer, Mason H. Watson, reminds us that the fiscal year of the I.C.I.R.I. begins on January 1.

This is his tactful way of saying that each of us should send him another dollar as membership dues for 1949 on or before that date. You will understand his concern after you examine his report on page eleven.

After he gets the bill for the publication of this issue, he may not be so tactful.

CONSTITUTION OF THE INTERNATIONAL COUNCIL
FOR THE IMPROVEMENT OF READING INSTRUCTION

Adopted November 22, 1947

Article I - Name

The name of this organization is
THE INTERNATIONAL COUNCIL FOR THE
IMPROVEMENT OF READING INSTRUCTION.

Article II - Purposes

The purposes of the Council shall be:

1. To stimulate and encourage research in:
 - a. developmental, corrective, and remedial instruction in reading
 - b. the diagnosis of disabilities in reading
 - c. readability
 - d. the improvement of textbook construction and publication from the point of view of the reading problems therein and of their effect on reading instruction.
2. To publish results of pertinent, significant investigation and experimentation to the end that general practices in reading instruction be improved.

Article III - Types of membership

Sec. 1. Membership shall be designated as active or sustaining.

Sec. 2. Applications or recommendations for membership must be made to the executive-secretary and the qualifications approved by the Executive Board for the proposed member to become eligible to membership.

- Sec. 3. Active members shall include:
- a. Those engaged in research dealing with instruction in reading or with the diagnosis and correction of reading disabilities.
 - b. Those engaged in the supervision of the teaching of reading.
 - c. Those engaged in the teaching of reading.
 - d. Parents of minor children.
 - e. Those affiliated professionally

with producing material for reading instruction.

Sec. 4. Sustaining members contribute substantially to the development and advancement of the Council. This membership is for professionally spirited people who cannot participate personally in the work of the Council, but desire to contribute financially to the support of its activities.

Sec. 7. The annual dues for active members shall be \$1.00 and for sustaining members \$10.00.

Article IV - Administration

Sec. 1. The management of the Council shall be vested in an Executive Board.

Sec. 2. The elected officers of the Council shall consist of a President, a Vice-President, a Treasurer, and four Delegates to the Executive Board.

Sec. 3. The Executive Board shall consist of the elected officers of the Council and, when there be one, the Past President of the Council and four permanent members.

Sec. 4. The President, Vice-President, and Treasurer shall be elected by the Council to serve for a period of one year. They shall perform the duties commonly ascribed to these officers.

Sec. 5. The four Delegates to the Executive Board shall serve for two years, two delegates each to be elected in alternate years. In the original election following the adoption of this constitution, two delegates shall be elected for one year and two for two years,

Sec. 6. When vacancies occur among the permanent members of the Executive Board, the remaining members of the Executive Board shall nominate to the

Council, at the annual meeting, a pre-eminent educator, whose life-work has been related to research or instruction in reading, as a candidate for the vacant permanent membership on the Executive Board. By a majority vote, the members present at the meeting of the Council may elect or reject the nominated candidate. If elected, the person so elected shall hold office for life or until he resigns. If the nomination be rejected, the Executive Board shall nominate another candidate and the process of the election of permanent members, as described in this section, above, shall be repeated until all vacant positions are filled, provided, however, that no more than two permanent members of the Executive Board may be elected at any one annual meeting of the Council.

Sec. 7. The Executive Board shall elect an Executive-Secretary from among its members when the position becomes vacant. The Executive-Secretary shall serve for two years from the date of his election.

So long as his term as a member of the Executive Board is in force, the member elected to become Executive-Secretary shall be entitled to a vote on the Executive Board. Thereafter he shall serve as Executive-Secretary without vote until the expiration of his term of office as Executive-Secretary.

The Executive-Secretary shall keep all records of the Council and of the Executive Board, and shall be the official agent for conducting business for either body as it may direct.

The Executive-Secretary shall act as secretary, maintaining the usual records and minutes, at all meetings of both the Council and the Executive Board.

Sec. 8. It shall be within the power of the Executive Board to charter local study groups from among the membership of the Council, which study groups may function locally within the provision of the issued charter.

Article V - Elections

Sec. 1. A nominating committee of three members shall be elected by the Executive Board. This procedure is to be carried on by mail through the office of the Executive Secretary who shall arrange to complete the election of the nominating committee two months prior to the date of the annual meeting and immediately notify the elected members of the nominating committee.

Sec. 2. The nominating committee shall present nominees at the regular annual meeting.

Sec. 3. Nominations from the floor shall be in order at the regular meeting.

Sec. 4. Election of officers shall take place at the annual meeting and the elected officers shall take office at the termination of the annual meeting.

Article VI - Meetings

Sec. 1. The Council shall meet four times each year, holding one meeting each during the months of October, December, February, and May.

Sec. 2. The May meeting shall constitute the annual meeting.

Sec. 3. The exact date and place of the meetings shall be determined by the Executive Board.

Sec. 4. The President, with the advice of the Executive Board, shall determine the agenda for the meetings of the Council. However, at each meeting, provision must be made for motions from the floor by members in attendance at the meeting. All business shall be conducted at meetings of the Council in accordance with "Robert's Rules of Order, Revised."

Sec. 5. Announcements of the date and place of the meetings shall be made either by notice or by publication in the pages of the official journal of the Council and sent by mail to all members of the Council.

Article VII - Publications

The Executive Board shall appoint an Editorial Board, consisting of an editor who shall be a member of the Executive Board and associates to the number deemed necessary by the Executive Board, all of which associates shall be members of the Council. This Editorial Board shall have power to cause the publication of significant investigations, and scientific experiments pertinent to reading instruction and the diagnosis and correction of reading disabilities. It shall publish reports of all proceedings of the Council meetings.

Article VIII - Amendments

Sec. 1. The constitution may be amended by vote by two-thirds of the members present at an annual meeting, provided that copies of the proposed amendments have been mailed to the active members and received by them one month prior to the meeting.

Sec. 2. The Executive-Secretary shall mail copies of proposed amendments to the members of the Council, as provided in Section 1 of this Article, when requested in writing so to do by ten members of the Council.

Sec. 3. By unanimous vote of the Executive Board all provisions of the constitution, except those pertaining to the annual meeting, may be set aside to meet emergencies. Such action by the Executive Board must be reported at the next annual meeting of the Council, and must also be reported in full in the first official publication by the Editorial Board subsequent to the date of the action.

Article IX - Provision for
Inaugurating Operation of the
Constitution.

(Note: This Article, by its own wording, automatically ceased to be in effect following the March 13, 1948, meeting. It is, therefore, not repeated here.)

DR. BETTS OFFERS HELP TO LOCAL GROUPS

With customary generosity of impulse, Dr. Emmett A. Betts has offered to help local groups of the I.C.I.R.I. His schedule of speaking engagements during the next year calls for him to travel extensively in the United States and Canada. He has volunteered to make feasible detours in his travels in order to address meetings arranged by organized groups of the I.C.I.R.I.

This becomes a challenge to every member of the Council to organize a local group and to communicate with Dr. Betts to learn when his schedule will make it possible for him to attend one of its meetings.

Parenthetically, Dr. Betts believes that other well-known members of the Council who have similar schedules would be willing to help local groups in the same manner.

REPORT OF THE TREASURER

Income

Collected at meeting 10-11-47	\$ 2.35
2 members @ \$5.00	10.00
232 members @ \$1.00	232.00
	<u>\$ 244.35</u>

Expenses

Check #1. Membership Cards (2000)	\$15.25
#2. Stationary (1000)	16.00
#3. Reading Clinic (Mimeo.)	9.35
#4. Postage	4.50
#5. Dr. Stokes (Speaker)	25.00
#6. Reading Clinic (Mimeo.)	19.50
	<u>\$89.60</u>

Balance in Bank (Girard Trust Co.)
\$154.75

Signed: Mason H. Watson,
Treasurer
October 15, 1948

I.C.I.R.I. MEMBERSHIP LIST

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simplified, consistent spelling, your father is.

It may be that Teddy had the answer to half our reading problems.

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